DOCUMENT RESUME

ED 275 598 SO 017 619

AUTHOR Schnuth, Mary Lee
TITLE Historical Perspective of Educational Reform.
PUB DATE Feb 86
NOTE 36p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Activism; Conservatism; *Educational Change; *Educational History; Elementary Secondary Education; Free Schools; Higher Education; Liberalism; Nontraditional Education; Racial Bias; Racial Discrimination; Teacher Militancy

ABSTRACT

From a historical perspective, this paper discusses the problems and results of educational reform in the United States over the past 100 years. Time lines are broken down to emphasize periods of significance. Each era is given a title which reflects the period, namely Educational Awakening (1890-1900), Educational Growth (1900-1945), Educational Reconstruction and Expansion (1945-1975) and Modernization of Education (1975-present). An overview of contemporary United States education and highlights of major issues surrounding the questions of what are the proper goals and direction for education are examined. A chart depicting the time line annotated with each era of significant reform is included. (SY)

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HISTORICAL PERSPECTIVE OF EDUCATIONAL REFORM

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John Dewey - Reformer

Historical Perspective of Educational Reform

Introduction

When one looks at educational reform over the past one hundred years, a behavior modification pattern can be seen. A stimulus for change is initiated, to which there is a response from the educational community. From this we are provided with an operant, whether it be positive or negative, which may influence further adjustments. A cause and effect relationship exists through periods of educational reform. Often the ideas for reform were initiated long before the actual initiation of such reforms.

Educational changes have been taking place ever since the inception of an educational system and philosophy, and will continue to do so as long as it exists. Change occurs when persons don't agree on an idea, theory, or practice, and human nature does not allow for agreement on education throughout the world. It is hoped that when reform takes place it will be beneficial to society, but this is not always the end result.

Educational reform over the past one hundred years has come about through various channels, some controllable and others over which we had little or no influence. These changes were often initiated by individuals, such as reformers like Dewey, or groups of individuals, such as teachers or students. Industry has played a major role in the reform; directly by the technological advances provided for education, and indirectly by influencing curriculum development for job fulfillment. Political aspirations have an immediate, direct effect on educational alterations especially because of the monetary clout. Political intervention

may also be in the form of laws governing education. The political role is exemplified through all levels of government, each having their own means of control. Major eras of reform occurred with the involvement of our nation in war which is also a politically related venture. International concerns have also spurred educational reform movements. One example of this was the alteration of school curricula toward a greater teaching of science and technology based upon the Soviet Unions' launching of Sputnik. These are a few of the many reform initiators that can be found when historically viewing educational reform. However, there are many variables involved in change and even though one may cite the primary etiology for a specific reform, it should be kept in mind that reform is a response to a multifactoral concern.

Just as many factors may initiate educational reform, they are also affected by the changes. It appears to be a cyclic phenomenon whereby that which brings about change is then the recipient of the outcome, even if they were not the initiator of the specific reform issue. For example, political factors initiated World War II which brought about educational reform and increased the need for technically skilled persons to work in industry. Industry was not the initiator, but did become the recipient. Educational reform does not dictate change to any one area, but to all involved with education. Changes will affect individuals, groups, institutions, business and industry, governmental agencies, and other countries collectively. Perhaps the impact will be felt to various degrees in different areas, but all will receive some force. Schools are directly influenced by reform as it may alter the organization and administration, teaching methods, philosophies and/or curriculum.

The etiology and outcome of educational reform can be seen in the

following historical review. Time lines were broken down to emphasize periods of significant reform. Each reform era was given a title which is reflective of the period.

I. 1890-1900: Educational Awakening

1. Problem: The Industrial Revolution allowed business to have substantial control over education, as it was felt that schools were inefficient and the content did not meet the needs of the time period. There existed a definite gap between educational theory and practice.

   Result: Secondary education was expanded and the schools were altered to meet the vocational needs of the technological revolution. The long-standing apprenticeship system of education all but disappeared and was replaced by more formal education.

2. Problem: A rising demand for trained school teachers and the lack of higher education specifically for teachers was recognized.

   Result: In 1892 the first teachers college was established. This was a significant step for the future development of the higher study of education. It allowed for standardized teacher training and more quality control of teachers.

3. Problem: Unequal educational facilities for persons of different races.

   Result: In the 1896 Supreme Court case of Plessy versus Ferguson, the doctrine declared that persons of different races must be provided with equal educational facilities. This meant that segregation

was permissible as long as equal facilities were provided. This brought about an increase in the number of schools for black children and some improvements of existing facilities.

4. Problem: The cost of education prior to this time was primarily the burden of the family which left many children still unable to attend school and college was still primarily a privilege of the affluent.

Result: By 1900 elementary education was universal and became entirely free. The elementary schools were supported and controlled by the public so there was an increased need for school facilites and teachers. High schools came into existence which altered the organizational format of the educational system. The development of state supported universities at this time had major implications for society. Where college was unattainable to many persons in the past, the state universities broke down the barrier of financial restrictions for many students.

II. 1900-1945: Educational Growth

1. Problem: The Depression from 1929 to 1942 caused a decrease in school funding and an increase in attendance but the curriculum was not relevant.

Result: The curricula was altered to reflect the crucial issues of the social, politial and scientific concerns.

An increased need for adult education was also recognized. Many schools introduced vocational and personal-service courses while reducing academic offerings.

2. Problem: 1914 World War I caused a total disruption in education as the number of teachers decreased due to military obligations, and student enrollment increased. However, the schools were not meeting the wartime needs.

   Result: Education was altered drastically as the three R's took a position behind practical activities in support of the wartime effort.

3. Problem: Inefficiencies and lack of trained manpower in vocational areas.

   Result: 1917 the Smith-Hughes Act provided federal money for instruction in agriculture, trade, home economics, and industrial subjects.

4. Problem: The schools were too limited focusing primarily on the three R's.

   Result: Theories and techniques developed during World War I, by persons like Dewey and Nunn, were experimentally initiated. Schools expanded beyond the three R's to provide a mixture of educational experiences.

5. Problem: World War I revealed many inadequacies and inequalities in education when tests were conducted on military recruits.

Result: Increased educational opportunities for the masses through increasing numbers of schools and higher educational levels.

6. Problem: Teaching was difficult and learning sporadic due to the varied attendance of students in the classroom. Students were not required to attend and, therefore, came and went at convenience.

Result: By 1918 all states had adopted compulsory attendance laws which made universal education a virtual reality. Education of the masses was now in full swing.

7. Problem: There was a lack of evaluation mechanisms for students.

Result: 1920's and 1930's-Various tests were developed for standardized evaluation and are still in use. Intelligence, psychological, achievement, ability and diagnostic tests were developed and utilized.

8. Problem: Concerns about how much education should be provided were evidenced.

Result: The standard which now exists was developed with eight years of lower education and four years of high school being defined.

9. Problem: With the beginning of World War II, it was realized that school curricula was not meeting the needs of the times. The war created an emergency demand for vocational, technical, and scientific training.

Result: Schools once again altered their programs to meet the immediate need. The focus changed from academic to a more skilled type of training.

This temporary condition eventually led to the development of separate vocational schools following the war. There still remains the two types of schools; academically oriented and vocationally oriented.

10. Problem: At the end of World War II, many of the veterans returned to civilian life without education of training appropriate for success in the civilian world.

Result: In 1944 the Serviceman's Readjustment Act, also known as the G. I. Bill of Rights, was enacted. It provided returning service persons with financial assistance for the pursuance of education. This increased school attendance and created the need for adult education. This drastic influx of students created a higher demand for schools and colleges, and institutions sprang up to meet the need. Adult education programs were developed as well as career education curriculums. These programs continue to show a pattern of growth today.

11. Problem: Inequality of educational opportunities for all people in the various nations was recognized as a problem by the United Nations.

Result: In 1945, the United Nations approved the charter for the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Its objectives were to promote international cooperation and understanding through the educational systems of the various nations. Its aim was to provide equal educational opportunities

for all people in the various nations. This started an extensive exchange program of scholars, students, and educational materials which continues to expand and progress today. Through such programs we have been able to receive knowledge which may have otherwise been unobtainable.

12. Special Discussion - A discussion of educational reform would not be complete without including, probably, the most influential reformer in the history of education, John Dewey. He was a pivotal figure in American education for some sixty years and his ideas continue to shape many of the educational practices in this country. Dewey's philosophy of education gave a boost to the child-centered orientation idea and supported the movement to bring play into the classroom. He viewed education as a process through which young people are brought into full participation in society and felt the primary goal should be individual growth and development. Dewey felt that every learner actively attempts to explore and understand his/her environment and, therefore, should be provided with the tools for making good decisions. Rather than just learning facts he felt the learning of principles that could be applied to many situations was more important. He firmly believed in the scientific problem-solving method and felt the schools should

emphasize moral goals and should be based on democratic principles. Dewey viewed the school as primarily a social institution which should be a fundamental formative agency. Education was viewed by Dewey as having two sides, the social and the psychological, inseparable from each other. His ideas may have been too futuristic for the time but he opened education to new ideas and practices which have had a definite impact on American education. His theories and ideas are still being practiced and have been the building blocks for other educational reform for many years.

III. 1945-1975: Educational Reconstruction and Expansion

1. Problem: A dramatic increase in school enrollment occurred between 1945 and 1955. This was brought about by the enactment of the G. I. Bill of Rights, giving financial aid to service persons for the purpose of education, and the sudden post-war birth increase.

Result: With the sudden demands placed on the educational system, there was an overnight increase in the number of schools and an almost desperate attempt to graduate and employ qualified teachers. This drastic enrollment was like a wave through time which we are now deliberating the after effects. After the initial "baby boom" following the war, birth rates returned to the endemic rate of previous years and even declined more as inflation began to take over. So the "baby boom"

generation created a demand for education which was met at the elementary, secondary, and college level as they progressed through their education. However, this has created a problem for the future because once this generation is educationally complete, the next generation is proportionately less numerous. We now find ourselves with declining enrollment, too many schools, and too many teachers. The job market has also been drastically affected as the "baby boom" generation tries to enter the work field where there are too few jobs for too many people. This makes the job market very competitive as persons vie for positions.

2. Problem: There was a lack of national government control over education with no centralized leadership existing at this time.

   Result: In 1953 the Department of Health, Education, and Welfare was created in the President's Cabinet, and a Secretary appointed. This allowed the national government to provide direction for the education of youth. It would allow for more standardized education and would make more possible the allocation of funds for such.

3. Problem: Racial segregation in the schools was a notable problem during this time period.

   Result: (a) In 1954 the Brown I decision, by the U. S. Government, established the principles under which

the public schools were to be desegregated. This threw out the Supreme Court decision created by the Plessy versus Ferguson case in 1896, allowing for segregation of persons as long as equal facilities were provided. The first use of busing initiated solely for the desegregation of schools took place in St. Louis in 1955. Other school systems began to follow suit in the 1960's following the Brown II decision which directed schools to desegregate with all deliberate speed. However, busing caused the greatest degree of educational reform in the late 1960's to the mid 1970's. Educational systems altered their curriculum, personnel, and philosophy to meet the challenge, but these changes came about not without incidents and violence. Desegregation created one of the most violent and influential causes of educational reform this country has ever known. (b) The enactment of the Civil Rights Act in 1964 said that the black citizen was legally free to enjoy the full privileges of citizenship. Discrimination due to race was unacceptable and illegal based on the constitutional rights of all individuals.

4. Problem: The launch of Sputnik in 1957 by the Soviet Union caused an overnight obsession, by the nation, of failure in the schools.

   Result: The schools immediately installed new programs in mathematics, science, and foreign languages.

This was spurred on by the passing of the National Defense Education Act of 1958 which appropriated federal aid to education for the first time in almost a century. This saw the introduction of the "new math" which many students, parents, and teachers found incomprehensible. The "open classroom" was also abounding as education became progressive in its views and practices. As can be seen through our educational system today, these practices were more of a fad than a trend, as they have been all but abolished.

5. Problem: Inadequate education in the areas of science, mathematics, foreign languages, and technology.

   Result: The 1958 National Defense Education Act was instituted and provided loans and fellowships for individuals teaching and studying in those areas.

6. Problem: Inequality in educational opportunities for all persons was a recognized problem.

   Result: (a) The Economic Opportunity Act of 1964 provided vocational education and work experience programs for youth, as well as financial aid for students in college and Head Start programs. (b) Title I or the Elementary and Secondary Education Act of 1965 provided funds to states for the education of disadvantaged children.

7. Problem: Dissatisfaction over university policies, social and political issues.

   Result: In 1964-1965 students protested these issues and were allowed more input to the system.

8. Problem: Many of the schools and their curricula were antiquated in their methods of instruction.

   Result: By the mid-1960's, schools were striving for modernization of technique, and with that the use of programmed instruction, along with an introduction of computers into the classroom, began. The modernization in technology concept continues to blossom as the expansion of computer assisted instruction progresses. The use of the video recording system as an educational tool also came to light at this time and continues to flourish.

9. Problem: A drastic decline in SAT scores was recognized along with an overall decline in the preparedness of school children, including college bound youth, graduating from the public school system.

   Result: Beginning in 1970, those who could afford to do so left the public school system. While public school enrollment increased and continues to do so. This meant an increase in the number of private schools necessary and many teachers had to be let go from the public system. Many teachers also left the public system on their own because of the more preferred working conditions in the private schools.

10. Problem: A growing concern arose over the potential misuse of records. It was felt that a student's records could stigmatize him/her throughout school and into the future if available as a public record.

Result: In 1974 the Family Educational Rights and Privacy Act was passed. This act required that schools provide parents free access to any records on their child. It also allows learners over the age of eighteen to view their own records. It was of major concern to some that this act would have negative implications on the learner. With parental access to records, the IQ is readily available and parents may base learning expectations on such records. This act may also inhibit teachers and administrators from documenting negative aspects of the child's education due to fear of retaliation.

11. Problem: Unequal educational opportunities for "exceptional" children.

Result: In 1975, Public Law 94-142, the Education for All Handicapped Children Act became law. It required that as many handicapped learners as possible be integrated into regular classroom settings. This policy is known as mainstreaming. Mainstreaming has altered curriculums so that more individualized instruction is necessary, teaching methods must be changed, and teachers must be trained so as to be adequately prepared for the handling of the

"exceptional" student. Holistic teachers have been doing, voluntarily, what the law now requires: providing the least restrictive or most enabling environment for the students.

12. Problem: Grade inflation began to be seen, especially in the colleges, and is still progressing. The decline in SAT scores is paralleled by an increase in the average grades given by colleges.

Result: Many students are graduating from college really not prepared for their chosen career. This problem has also bred a class of persons who feel they should be excellent in their field, and upon finding inadequacies in their knowledge, their self-image is destroyed. Through high grades they have been told they are excellent; then all of a sudden they are no better than the average person in their field.

III. 1975-present: Modernization of Education

1. Problem: The issue of language discrimination came to the forefront in 1974 with the Lau versus Nichols case. Persons of a non-American culture and a non-English speaking background were being forced to study in a prejudiced educational system.

Result: Based on the above mentioned case, the Supreme Court ruled that requiring learners who did not understand English to use the same materials and the same facilities as English-speaking learnes constituted unequal treatment. Since this time, other court decisions have

resulted in mandated bilingual and special multicultural programs. With the continuous influx of persons from other cultures, the number of bilingual programs continues to grow.

2. Problem: Inequality in educational opportunity has once again come to the forefront, and coupled with declining college enrollment trends, is presenting a problem for the educational community.

Result: (a) In the effort to increase enrollent and alleviate inequality, the federal government has increased its financial assistance to college bound students during the late 1970's and early 1980's. However, with the declining economic conditions of the country, the financial aid programs have come under direct attack and assistance may be revoked to some extent in the near future. (b) In the early 1980's the federal government issued a consent decree for open admissions policies to be adopted by colleges and universities. This would allow all persons to enter an institution of higher education. Funds have been provided to those colleges and universities for developing programs to teach those students who have the potential to succeed in a college curriculum, but who may be underprepared. Developmental education programs have been created in most of the institutions

for this purpose. This policy promises admission but not necessarily retention in the institution but has helped relieve some of the problem of declining enrollment. This policy adoption has also created the need for a new type of teacher, the developmental educator. Programs to train this type of personnel are beginning to bloom and demand seems to be on the increase.

3. Problem: A need to stress the necessity of excellence in education as it further pursues equality of opportunity has been identified. There is a recognized need for higher quality education.

   Result: In 1983 the American Defense Education Act was passed by the federal government. This bill will provide monitary incentives to schools, teachers, and students through the funding of research grants and educational projects. It is meant to improve the quality of instruction in the fields of mathematics, the sciences, foreign languages, communication skills, technology, and guidance and counseling.

4. Problem: The decrease in learners' scores on national achievement tests and college entrance examinations has had negative implications for schools and educators.

   Result: There is an increasingly critical public assessment of public education and schools, as well as teachers, are being held accountable. Accountability is an expression of the public's demand that evidence

be provided, demonstrating that education and educators are giving taxpayers their money's worth. This is an issue that continues to be widely debated as it is easier to express a need for accountability than to develop procedures to assure this. An implication for teachers has arisen in that they must have specific, daily lesson plans to document their teaching. Educators are also attempting to document all aspects of a person's education which has led to extremely large amounts of paper work.

5. Problem: Weak academic standards for students who compete in intercollegiate athletics.

   Result: The passing of Proposition 48, to be instituted in August of 1986, will set standards for college admission of athletes and criteria for academic performance for playing elegibility. Admission standards will be based primarily on standardized testing.

Overview: Contemporary American Education

Many severe issues continue to plague contemporary American education. The most difficult is the disenchanted youth that make up some of the student population. Included in this general category of issues are student power, student unrest, teacher militancy, polarized parent populations, drugs, sex, alternate education, and racism. A second series of problems is a combination of minority education, disadvantaged students, inner-city schools, and forced integration. A third grouping in the way of the great American democratic dream of equal educational

opportunity relates to the curriculum, including relevancy, ability grouping, open classrooms, value education, and intelligence testing. Another source of controversy relates to behavioral objectives, accountability, and standardized tests. Big business, as represented in some instances by large textbook publishing houses, but more generally by electronic firms, has invaded and pressured in the field of computers, individualized and programmed instruction, instructional systems, educational machinery, media, and other technological tools. Foundations, the federal government, and other funding agencies have encouraged a system of grantmanship which, through the power of their money, have developed a new type of program and new private companies set up to capitalize on the availability of grant money, i.e., performance contracting. Other issues include innovations such as differentiated staffing, the child-centered classroom, computerized flexible scheduling, alternate schools within a given school, bilingual and bicultural education, and career development education.

Education in the United States is a major economic enterprise, second only to the military for money out-lay each year. The education industry in the United States employs more personnel, totals more investment, and serves more people than any other single business, yet it is perhaps the least modernized of any major industry. It remains a sprawling state-controlled business. Its bigness and its lack of central administration has led to much bureaucratic inertia. Public education is in deep trouble.

Contemporary American education is beset by gigantic problems. Perhaps the prime one is its brute size. Most institutions can survive weakness and mistakes when these errors can be absorbed in a growth

program. This happened in education during the 1960's. Toward the beginning of the seventies, the growth pattern leveled off and currently is on the decline. Now the errors can no longer be hidden, absorbed, or justified.

Today, major issues surround the question of what are the proper goals and directions for education, questions of emphasis that leave confusion in the determination of what the schools are supposed to be doing. On one extreme is the so-called liberalist, who believes that factual information is not important; content is not the main purpose of education.

On the other hand, there is a large conservative element of the population that believes the function of education is to maintain the values of the status quo, to recognize and learn the eternal values that have influenced the development of mankind. This education is obtained by storing up knowledge, and one of the best methods for doing this is memorization. Most educators fall between these two extremes, but there are significant divergent views on the goals of education.

There are numerous kinds of classifications of contemporary public educators. In general, these educational thinkers can be placed into five categories. The first group are those conservative thinkers who believe the function of education is to turn back to the timeless humanistic values of classical education. This group has been characterized by the words "retrenchment" or "traditionalism." These educators do not respond to the demand for relevancy or for education for change. They consider these problems as transitory and fleeting. Their sole concession to contemporary civilization is to recognize the need of science and mathematics education. Their prime targe throughout the last forty

years has been progressivists, but they have found plenty of others to fight as well.

At the other end of the spectrum are the advocates of free schools or alternate education. These experiments are deliberately non-structured, based upon a romanticist concept of individual freedom, self-motivation in education, doing what one wants to do when one wants to do it, and characterized by lack of rules and controls. This kind of educationalist claims these procedures promote creativity. This kind of educational orientation developed from the Summerhill ideas but now appears in many forms. The demands of students for a voice in their own curriculum and the belief that the justification of a curriculum is its obvious relevancy have found the Summerhill school an excellent example of how it should be. Numerous private schools have developed to cater to students who are not happy with the greater rigidity of the public schools. Another example is the free school movement, composed primarily of public-school dropouts who meet in vacant stores or what-not to do their "thing," which they call education. To numerous influential thinkers and writers, these schools are defended as responses to the inflexible, monolithic educational establishment. They have opposed the public school in many of its present forms because of rigidity in organization, obsolete teaching methods, non-relevant curriculum, and the role of the institution as it applies to the individual child.

Another contemporary group has been called educational engineers. These have such great faith in education that they believe its function is to solve the problems of mankind. They see the goals of education as the attacking of human ills and bringing about appropriate change. Education might be expected to change attitudes, values, or to bring

about physical improvement. Examples of the social ills the engineers believe can be solved by education are racial intolerance, discrimination, unemployment, poverty, ghetto issues, and the environmental crisis.

The educational engineers tend to look at education as a system, as a mechanical manipulation. Rather than seeing education as a humanistic endeavor of a relationship between student and teacher dealing with abstraction, they turn to the use of statistical compilation, manipulation of numbers, graphical analysis, programmed instruction, teaching machines, and computers. Their evaluations rest upon quantity and efficiency rather than upon quality. Vast amounts of money have been invested in these ideas by the federal government and private foundations. While business and some educational leaders still pursue this concept, there has been in the early 1970's a teacher reaction against tht mechanization of the teaching act. With a redirection of attention to the learner and his needs, humanistic teaching is again in demand. This is particularly true with programs that are honestly trying to do effective educational work with minority children.

The social engineers have developed a new breed of teachers. From the technical minds have come concepts of classrooms without teachers in the old sense of the words. The teacher becomes a manager, as students use electronic devices such as media and computers, employing a cafeteria of learning materials called software.

A fourth group, and by far the largest group operating within the establishment, are the innovationists. Most of the new ideas and approaches which have developed in school management, in teaching strategies, and in staff utilization are of this nature. These people do not wish

to undo the educational system, merely kick it around until it works. The innovationist has confidence in the present system; it just needs reforms to make it work. Many gadget-type changes in school procedure have resulted. Most innovations disappear within three years (usually about the length of a grant). Some of the projects started by the innovationists that are still working are team teaching, large-small class organization, modular-flexible scheduling, teacher aides, the non-graded school, and such curriculum approaches as inquiry, new math, transformational grammar, new science curricula, and accountability.

A fifth group may well be called the child-centered group. These educationalists base their thinking on love for children. The basic concept is that the teacher is a facilitator of learning. The new role is not that of imparting knowledge in a changing society, but rather, helping students to learn how to learn. The humanistic teacher loves and knows her pupils. Personal meanings rather than facts become the objectives. The person in the process is primary. The most important ascpect of learning lies not in the giving of information, but in discovering its meaning. Experiences in the affective domain are more significant than those in the cognitive domain. This kind of teacher has an answer to alternate schools, and that is the open school or open curriculum, sometimes referred to as schools without walls. The idea of this "openness" is that a child learns only when he is motivated and only about the things in which he has or develops an interest. There may be a planned structure for the curriculum, but in the classroom, the teacher responds on the spot to any interest which may develop. The time to develop a learning situation is to take advantage of any opportunities which may develop in the classroom.

The library, the field trip, and the community become a part of the extended classroom. Involved in this thinking is the idea that teachers should harness the unused teaching powers of students themselves through cross-age tutoring, which is the idea of "each one teach one." Students in a given class can be effective in working with other students in the class, and it is good for each type of student.

The most difficult contemporary issue which plagues American education is dealing with youth who refuse to accept any part of the sources. High school students, who are in large numbers dissatisfied with what they are expected to achieve or who have no real love for learning, have done little more than tolerate the twelve years of education. These students have completed their high school experience with considerable compartmentalized knowledge, but with a low level of communication skills and with little ability in the area of problem solving. Many have failed so completely to function effectively in the school system that they have finished their formal schooling battle scarred and disillusioned.

Student dislike of school has led to student unrest; so has racism as practiced by both the minority and the majority. Unrest has led to demands, to strikes, to violence. Students have demanded and are obtaining the right to the exercise of power over their own education. Student activism has resulted in militant teacher organizations.

Parents have also become antagonistic. Much of this parent reaction is beyond the sphere of influence of the school system. Examples can be cited in reaction to high taxes, polarized racial situations, forced integration, turned-off youngsters, and political extremists as far as curriculum content is concerned. In fact, the mid-seventies show no real agreement on what education should be about.

America's long struggle to make democracy's dream of equal educational opportunity for all has been nearly completed. While pockets of educational poverty exist, the most widely accepted figure for school enrollment is 95 percent of all school-age children. The present decade is shifting its emphasis from the quantitative aspects of education to concerns of equality. Hence educational accountability. Since the fade-out of the issue of boom enrollments, the products of schools are being looked at with a careful eye. Parent groups are demanding a say in what is happening to their children. Minority groups, students with divergent backgrounds, interests, and abilities, the disadvantaged, and the gifted are demanding individualizing of the programs.

In order to combat its many critics, public education through the 1960's and on into the 1970's has expended great efforts toward improving the quality and efficiency of its program. It has been highly innovational. To finance these innovations, money has been allocated by private foundations and by the federal government. Whereas, in the earlier decades, education generally looked backward at the classical approaches, the traditional, the maintenance of the status quo, it is now the ally of change.

New managerial approaches have generally been directed toward breaking the rigidity of the school day. The terms most used are modular-flexible scheduling, instruction in large groups/small groups, individual or independent study, and greater opportunity for laboratory experience.

The last few years of the 1960's saw great strides in innovation. Much of the innovation was piecemeal and in differing directions. The 1970's have seen the culmination of many of these innovations into

workable, viable programs and models.

The concept involved is that students learn in various ways. Some things are better done in large groups. Small-group instruction gives much greater opportunity for communication. Individual instruction permits diagnosis and correction. Flexible scheduling based on time modules breaks the lockstep of uniform time for each class, characteristic of the past, regardless of whether or not the time was needed, and equal credit, whether it be academic or otherwise. Flowing from modular scheduling have been new ideas on staff utilization. Once the class size and time allocations have been broken, there are numerous methods for developing instructional strategies. Newer approaches include interns, tutors, assistant teachers, and teacher aides. Mini courses have been used to develop more interest in the curriculum. Team teaching has become a prime innovational procedure, particularly in the elementary school, where the self-contained classroom and its all-purpose teacher is giving way to team operations which permit areas of specialization in the elementary teaching program. Elementary techer education programs are now involving many students with academic degrees in mathematics, in foreign language, in dance, in music, and in art, who are entering the elementary field, hopefully to operate in a team situation.

Another development has been the non-graded school. The concept here, found in both the elementary and secondary school, is that the conventional grade-level designation does not permit the individual student to advance in accordance with his individual capabilities. The concept of the non-graded approach permits multi-age groupings with no reference to grade levels. This approach provides the opportunity for the student to make "continuous progress" at his own pace. It comes

head-on with the traditional concept of classifying students by grade level and ability level grouping.

The 1960's and 1970's marked the widespread use of technology in the classroom. Planned objectives for instruction were carried out by the use of technology. Included in the technological devices were such familiar software items as tapes, records, slides, filmstrips, transparencies, motion pictures, programmed instruction, and textbooks, and such hardware items as language laboratories, television, teaching machines, and computers. In spite of the financial pinch, the early 1970's saw the devices of technology used in a move toward educational automation. Much controversy developed over the machine teacher and the human learner. The resulting impact heralded a return to the humanistic teacher who loved young people.

As we progress through the 1980's we see more demand for quality education, theories that we need to get "back to the basics," and increasing call for accountability. Educational technology continues to be a thriving business even as we fight the battle of decreased enrollment. The 1980's have presented us with another new age of educational reform creating both positive and negative attributes. What does the future hold for educational reform?

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